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FACULTY OF EDUCATION AND TEACHER TRAINING
SULTAN SYARIF KASIM STATE ISLAMIC UNIVERSITY OF RIAU
PEKANBARU
1442H / 2021M



AN ANALYSIS OF STUDENTS' SPEAKING PROBLEMS AT SENIOR HIGH SCHOOL 15 PEKANBARU

Thesis

Submitted in Partial Fulfillment of the Requirements for
Getting Bachelor Degree of Education
(S. Pd)



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1442H / 2021M

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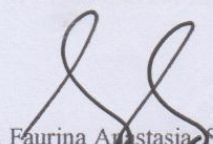
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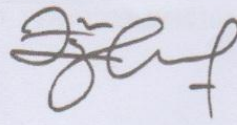
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EXAMINER APPROVAL

This thesis entitled *An Analysis of Students' Speaking Problems at Senior High School 15 Pekanbaru* that is written by Dian Ramadani SIN. 11614203505. It has been approved and examined by the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau, to fulfill one of requirements of undergraduate degree award (S. Pd) in English Education Department.

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Pekanbaru, August, 5th, 2021

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ABSTRACT

Dian-Ramadani (2021) : An Analysis of Students' Speaking Problems at Senior High School 15 Pekanbaru

The purpose of this research is to find out the problems of students' in speaking. There was one variable used in this research (students' speaking problems). The subject of this research was the tenth grade students of Senior High School 15 Pekanbaru, while the objective of this research was to find out what are the students' speaking problems at the tenth grade students of Senior High School 15 Pekanbaru. This research was a descriptive quantitative study. There were 41 students as samples chosen by using purposive sampling technique. In collecting the data, the researcher distributed the questionnaire which consisted of 20 item statements that was constructed based on the indicators. The researcher used descriptive statistics to analyze the data. The result of this research showed that 16,71% students were inhibition, 33,04% students were nothing to say, 23,93% students were lack of participation, and 26,30% students were frequently used first language. In conclusion the students faced problems in speaking so that they get hard to mastering speaking skill.

Key word: *Speaking, Speaking Problem.*

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ABSTRAK

Dian Ramadani (2021) : Analisa Masalah-masalah Berbicara Siswa di Sekolah Menengah Atas 15 Pekanbaru

Tujuan penelitian ini adalah untuk menemukan masalah-masalah berbicara siswa. Ada satu variabel dalam penelitian ini yaitu masalah berbicara siswa. Subyek penelitian ini adalah siswa kelas 10 Sekolah Menengah Atas 15 Pekanbaru, obyek penelitian adalah untuk mengetahui apa masalah-masalah siswa dalam berbicara. Penelitian ini merupakan penelitian deskriptif kuantitatif. Ada 41 siswa yang dijadikan sebagai sampel yang dipilih dengan menggunakan teknik purposive. Di dalam mengumpulkan data, peneliti mendistribusikan angket yang terdiri dari 20 item yang di kontruksi berdasarkan indikator. Peneliti menggunakan statistik deskriptif untuk menganalisa data. Hasil dari penelitian ini menunjukkan bahwa 16,71% siswa menahan diri, 33,04% siswa tidak dapat mengatakan apa-apa, 23,93% siswa kurang berpartisipasi dan 26,30% siswa lebih sering menggunakan bahasa pertama mereka ketika berkomunikasi (Menggunakan bahasa ibu). Sebagai kesimpulan, para siswa menghadapi masalah-masalah dalam berbicara sehingga mereka sulit menguasai keterampilan berbicara.

Kata kunci: *Berbicara, Masalah-masalah berbicara.*

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ملخص

ديان رمضاني، (٢٠٢١) : تحليل مشاكل الكلام لدى تلاميذ المدرسة الثانوية ١٥ بكنبارو

الغرض من هذا البحث هو معرفة مشاكل الكلام لدى التلاميذ. في هذا البحث متغير واحد وهو مشاكل الكلام لدى تلاميذ. أفراد تلاميذ الفصل ١٠ من المدرسة الثانوية ١٥ بكنبارو، وموضوعه لمعرفة مشاكل التلاميذ في الكلام. هذا البحث بحث وصفي كمي. هناك ٤١ تلميذا تم اختيارهم كعينات باستخدام تقنية أخذ العينة الهادفة. في عملية جمع البيانات، وزعت الباحثة الاستبيان المكون من ٢٠ فقرة تم وضعها بناءً على المؤشرات. استخدمت الباحثة الإحصاء الوصفي لتحليل البيانات. تشير نتائج هذا البحث إلى أن ١٦,٧١٪ من التلاميذ يمتنعون، و ٣٣,٠٤٪ منهم لم يتم قبول أي شيء، و ٢٣,٩٣٪ منهم لا يشاركون جيداً، و ٢٦,٣٠٪ منهم يساءلون كثيراً في كثير من الأحيان عند التواصل (باستخدام لغتهم الأم). الاستنتاج: يواجه تلاميذ مشاكل في الكلام بحيث يجدون صعوبة في إتقان مهارة الكلام.

الكلمات الأساسية : مشاكل الكلام



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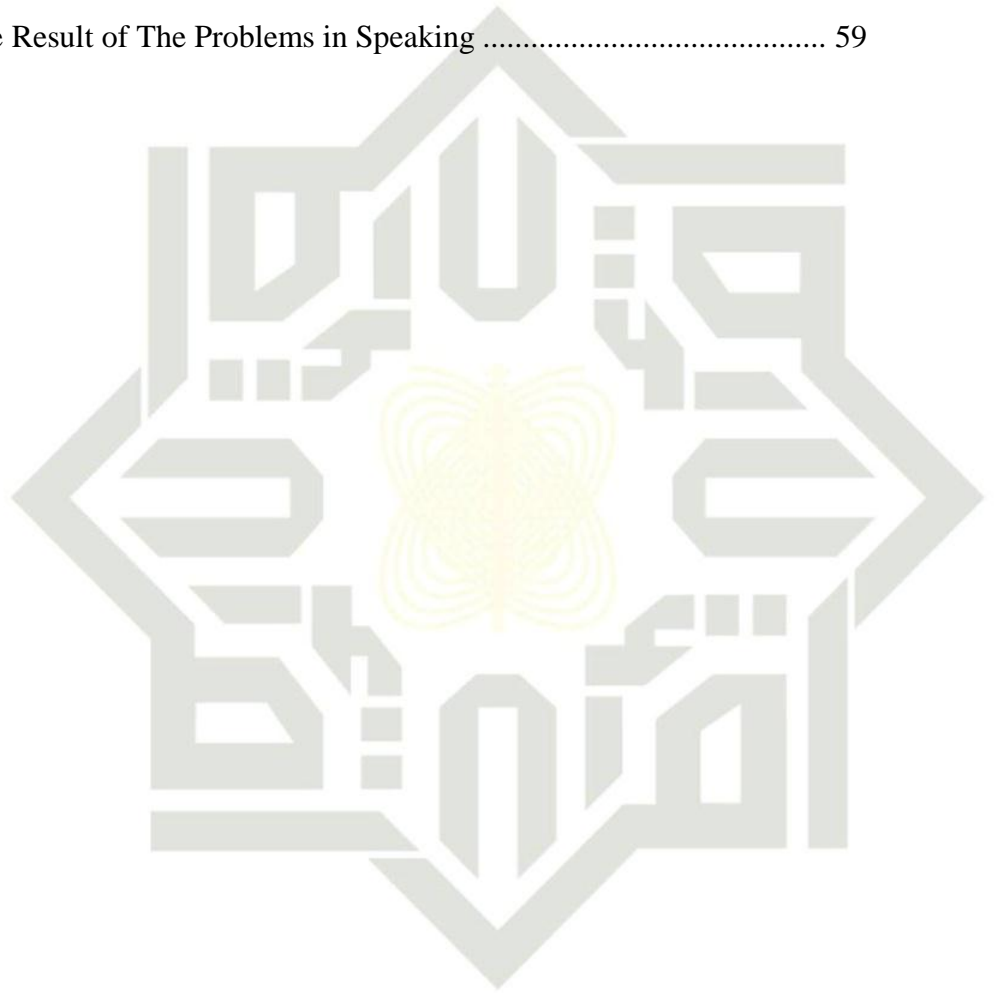
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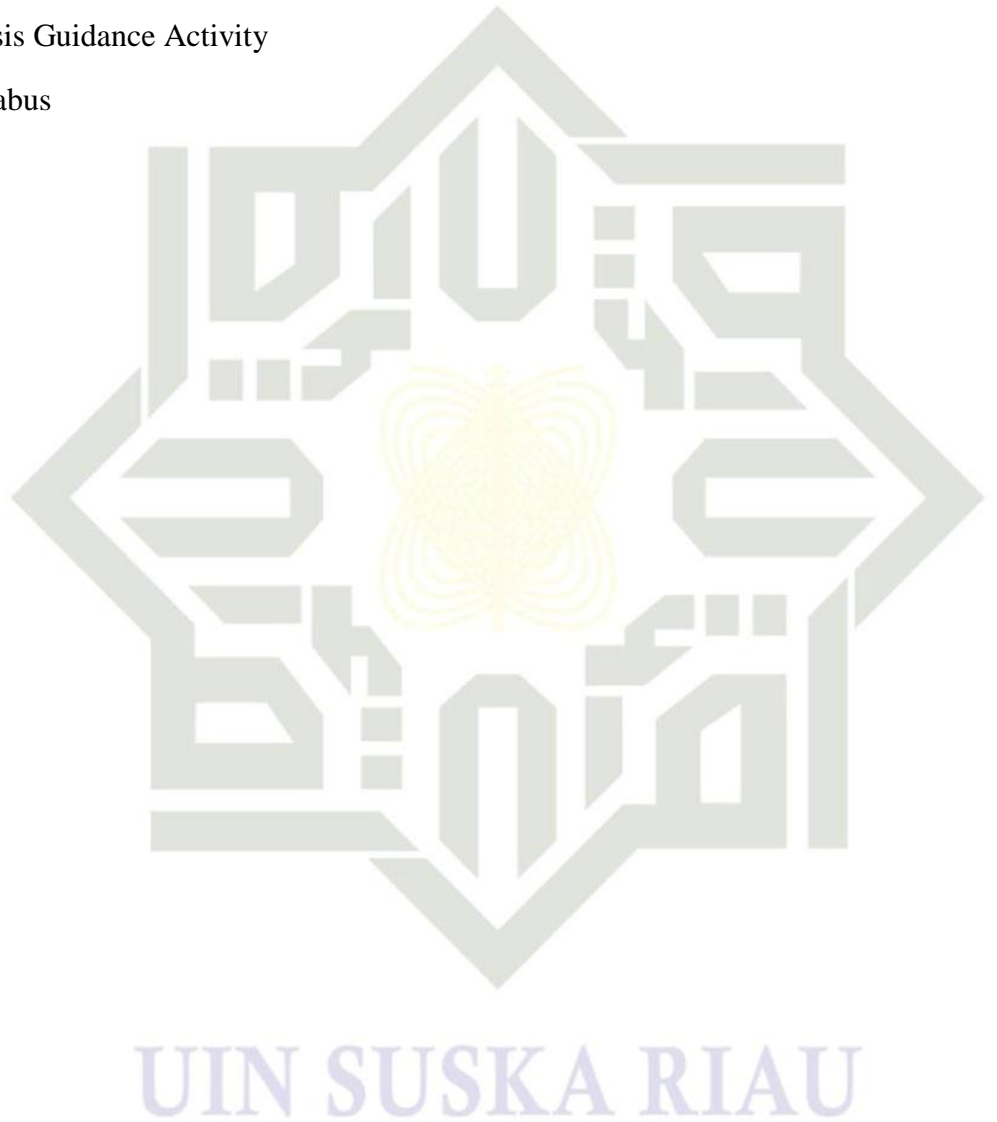
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Appendix 1 Blue Print, The Instrument, and Result of the Questionnaire

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CHAPTER I INTRODUCTION

A. Background of the Study

Speaking is one of the language skills that is important to be learned. Some people assume that someone is recognized to master English if they can speak English fluently. In learning English, Speaking is one of the skills that need to be mastered by students in order to be able to have good communication with others. Further, it is also considered as a necessary skill, because it plays an essential role in facilitating students in mastering English that helps students to express themselves better when speaking. According to McDonough and Shaw (2003, p.126) “in many contexts, speaking is often the skill upon which a person is judged at face value”. It means that people may often judge our language competence from our speaking skill rather than other language skills.

According to the 2013 curriculum, the students of Senior High School level, initiate to be mastered the speaking skills. Based on the materials in the Senior High School syllabus where almost all of the material requires speaking skills to be achieved. That is another supporting reason why speaking has become one of the important skills to be achieved by all of the students. Based on the 2013 curriculum, speaking has purposes to: “(1) *Students are able to participate during teaching and learning activity*; (2) *Students are able to*

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delivered their ideas toward speaking; (3) Students are able to do speaking performance or speaking test in front of the class. It has clearly that curriculum required students must be more active and creative than teachers in teaching and learning activity.

In line with quotation above, curriculum required students to be able to communicate some kind of genre in speaking text. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof, and news items. Hence, the students should be able to communicate in interpersonal, transactional, and functional about self, family, people, animals, and things, concretely and imaginately with their life and their daily activities at home, school and society. It has clearly that speaking needs several aspects to be mastered. Senior High School 15 Pekanbaru one of the State Senior High Schools in Pekanbaru that uses curriculum 2013 which one of the material is descriptive text that is being taught using a scientific approach at the tenth grade of Senior High School 15 Pekanbaru.

Descriptive text is a kind of the text which has the meaningful linguistics unit to describe person, things, and places. Descriptive text is concerned with creating a verbal of what we experience. Descriptive text is one of text included in genre. Generic structure of descriptive text are identification (introduction of figures, places, objects) and description (description or special characteristics

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that have objects, places, or people described. For example, traits, physical appearance, and other things that are written or spoken specifically). Although, most students have learned descriptive text from junior high school up to senior high school, most of them cannot communicate well. Most of students get difficulties to understand descriptive text on how they describe person, place, or thing, what its purpose involve the generic structure and language features, and how to apply those descriptive features in the text. The problems happened because the students inhibits to communicate indification and description of the descriptive text. Even the students are able to describe some topics, some of them hesitate and kept silent because they worried about making mistakes, fearful of critics or loosing face in front of their friends, or simply shy of the attention that they speech attract. Sometimes students are not inhibited but they have no idea to express themselves because lack of vocabulary and nothing to say. Sometimes, in pairs or group discussion, only one participant can talk at a time because of large classes and the tendency of some students to dominate, while others speak very little or not at all. And the last because the students speak more with their first language or their mother tongue that will make students cannot express they opinion in English.

The reviewed research findings suggest that understanding students' problem in speaking English is crucial. However, this issue has received less attention at Senior High School 15 Pekanbaru. Based on the researcher's

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observation at Senior High School 15 Pekanbaru, it is clearly shown that students face some of the problems in English learning especially speaking skills. It is supported by the data that the researcher gets from the teacher if students cannot pass the criteria of students minimum learning achievement made by the school. The students only got 70-85 in their speaking performance in which the students are not able to use correct grammar, lacking vocabulary, their sounds while speak did not clear. Meanwhile, the minimum learning achievement was 90. It means the students cannot master speaking skills. Based on interviewed with one of the English teachers who teaches in the tenth grade in Senior High School 15 Pekanbaru namely is Erniati, S.Pd., she stated that the students are still low level at English. Based on what had been clarified by the teacher, the main reason for this situation taken place is the fact that they have nothing to say and lack of confidence, inhibit to communicate structures of the text and use their mother tongue frequently when their speaking . Therefore, having confidence to speak the language is considered necessary.

From the statement above, it could be understood that speaking needs several aspects to master. In other words, when the students are not able to master any aspects of language needed in speaking, the teaching and learning will not be effective. This study conducted to fill in the gap by in exploring more about the problems that can influence students in speaking ability. Having this in mind, the researcher is very interested in conducting a research entitled:

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"An Analysis of Students' Speaking Problems at Senior High School 15 Pekanbaru" in order to come up with means for effective teaching and learning suggestion.

B. The Problem of the Research

1. The Identification of the Problem

Based on what have been clarified in the background of the problem, the problems of this research are identified as follow:

- a. Some of students are not able to speak English fluently.
- b. Some of students have lack of vocabulary.
- c. Some of students are not confident to speak in English in front of the class.
- d. Some of students cannot understand what their classmate or teacher said.

2. Limitation of the Problem

Based on the problem identified above, it is clear that there are several problems in this research. To avoid bias, and to make the research focused, the researcher needs to limit the problems in order to pay more attention to the specific problem. The researcher focused was necessary to focus the problems on the students' speaking problems of the tenth grade students at Senior High School 15 Pekanbaru.

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3. Formulation of the Problem

This study addresses the following research question: What are the problems faced by students' in speaking at Senior High School 15 Pekanbaru?

C. Objective and Significance of the Research

1. Objective of the Research

This study aimed to find out the problems of students' in speaking at Senior High School 15 Pekanbaru.

2. Significance of the Research

This research has significances in some areas as follows:

- a. For teachers, this research can help them to know the difficulties of the students in learning especially in learning speaking so that teachers can use appropriate strategies in dealing with students who have difficulty;
- b. For students, the result of this research is expected to improve the students' ability to speak English, help the students to speak English fluently, and also make the students dare to use English to communicate without any constraints;
- c. For other researchers, this research is hoped to give ways for future research especially about speaking ability and its influencing factors.



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D. Reasons for choosing the title

There are some reasons why the researcher is interested in conducting these research based on the following reasons:

1. The title of this research is relevant with the researcher's status as a student of English Education Department;
2. The problems of this research are interesting and important to be researched because it relates to the problem that is faced by students.
3. The problem of this research is not yet investigation by other researchers in the school that want to research. .
4. The location of the research facilitates the researcher for conducting the research.

E. Definition of the term

The followings are terms which are necessary to define in this study:

1. Analysis

Analysis is the scientific process of examining something in order to find out what it consists of. According to Wiradi (2009, p.20) analysis is an activity that includes the activity of sorting, breaking down, differentiating things to be classified and grouped according to certain criteria and then looking for their significance and their relevance. An analysis can be described as an examination of something together with thought and

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judgment about it. In this research, the analysis means an examination of students' problems in speaking.

Speaking Problem

Fitria (2013, p.4) stated that speaking problem is something difficult in interactive process of constructing meaning that involves producing, receiving, and processing information. In learning English speaking, some students will make problems or errors when they try to uttered words, phrases or sentences. Problems or errors in speaking can't correct themselves, therefore it is need explanation. In this research, speaking problems refers to every problems and obstacles which prevent students in speaking English.

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CHAPTER II REVIEW RELATED LITERATURE

A. Theoretical Framework

1. Concept of Speaking

a. The Definition of Speaking

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips. There are many definitions of speaking that have been proposed by some experts. According to Harris (1974, p.81), speaking is a complex skill requiring the simultaneous use of the number of different abilities which often develop at different rates. From this definition, it is clear that speaking needs other ability that just speaks. It can be concluded that the aspects of the speaking ability in this research are: pronunciation competence, grammatical ability, vocabulary mastery, the fluently of speaking, and the understanding of the topic of speaking.

Hughes (2002, p.6) states that speaking is the basic thing of interaction and to be able to speak. It means the ability of students should be explored by the school or by the students themselves. Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003, p.23). It means that this activity involves two or more

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people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants.

So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible. From those theories, it can be concluded that speaking is related to communication.

b. Function of Speaking

Speaking is the ability to produce word, to express, to deliver thought, idea and feeling. In learning foreign language, speaking is one of basic skills besides listening, reading, and writing. It is not an instant skill to be acquired. It is need a long process. According to Rubi and Thomson (1994, p.9) stated that, language is a complex system, and each system is different and requires reorganization of students thinking with lots of exposure. So it needs for students to practice and to be more successful language learner.

As speaking functions, Richards (2008, p.21) states that the functions of speaking are classified into three; talk as interaction, talk as transaction and talk as performance. Talk as interaction it means about conversations used in daily activities in social interaction; When people

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meet, they exchange greetings, engage in small talk, recount the experiences, and soon. While talk as transaction is about the situation focusing on the meaning delivered or the message for instance, like teachers teach students, etc. On the contrary, talk as performance refers to public talk which transmits information to an audience, such as classroom presentations, public announcements, and speeches. From those definitions above, speaking as activities by which human beings try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. Therefore is the tool of communication, it is necessary for people to have a good speaking.

c. Purpose of Speaking

Basically the main goal of the speaking is to communicate, to be able to convey your thoughts effectively. The speaker should understand the meaning of everything and trying to communicate, he should be able to evaluate the effect of communication the listener so he can effectively convey their thoughts. The following are the general objective of Talk by Tarigan (1985, p.16), described that speaking has some purposes, which are:

1) To Inform

Informative speaking is used to give knowledge, decide the correlation between things Inform the process. The information

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that the teacher had will be communicated to students. Finally, it can be concluded that the aim of this purpose is to give knowledge as well as to give the information as the particular purpose.

2) To Entertain

In this purpose, an appropriate media that is used is story telling. For example, when the teacher told about the story to the students like in narrative text by doing it, speaking will be more interesting to be applied by the listeners.

3) To Persuade

Usually, this condition can be applied in teaching learning process. The teacher has to make a good service to the students by giving them the example in delivering the material. The teacher also has to make limitation of time. For instance, when the teacher wants to get students' score from an oral test, the teacher has to make limitation of questions and the students have to answer it as soon as possible. The students who want to answer the questions, they have to raise their hand. It is used to persuade the students to be the first.

4) To discuss

Deliberating speaking is used to make some decisions and planning. Discussion is done carefully because the students have

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to ask a suggestion and thing about the facts. The methods are used simple and direct. By doing this activity, the students know the elements of speaking: clarify, orderliness, evidence, arguments, and straight thinking.

d. Indicators of Speaking

Speaking is not simply expressing something orally. However, the students need to acquire some speaking indicators to have a good speaking skill. Jill (2008, p.66) stated those aspects are pronunciation, grammar, fluency, vocabulary, and accuracy.

1) Pronunciation

Based on Nunan and Carter (2001, p.14) pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. In Addition, Thornbury (2005, pp. 128-129) has said pronunciation refers to the students' ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001, pp.28-33) deliver more issues about pronunciation. He suggests pitch, intonation, individual sounds, spelling, and stressing. It is clear showing pronunciation one of the aspect that has become important for the students to pay more attention. Wrong pronunciation may cause misinterpretation and misunderstanding.

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2) Fluency

Hedge (2000, p. 54) stated that fluency is an ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. It means that fluent speaker should be able to speak coherently and using correct words with good pronunciation. Thornbury (2005, pp.6-8) said that research into listeners' perception suggests that pausing is one of the factors of fluency. People can be said as fluent speakers if they fulfil the following features:

- 1) Pauses may be long but not frequent
- 2) Pauses are usually filled
- 3) Pauses occur at meaningful transition points
- 4) There are long runs of syllables and words between pauses

Foster and Skehan in Nunan (2004, p.87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

3) Vocabulary

Based on Nunan and Carter (2001) vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able speak

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fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately. According to Edge (1993) knowing a lot of words in a foreign language is very important. By knowing variative vocabularies make students easier to speak and deliver their idea effectively and communicatively.

4) Accuracy

Thornbury (2005) stated that correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. So, learners should be able to use words and expression correctly. According to Nunan (2015) accuracy refers to the extent which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary. So that accuracy is also the important role for the students/learners of English language to pay attention in learning.

Concept of Teaching Speaking

a. Definition of Teaching Speaking

The way for teacher to transfer their knowledge to the students is usually called teaching. Sudjana (2000, p.1) stated that teaching is an

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interaction between teacher and students in its interaction process. The aim of teaching speaking is to communicate effeciently. They have to try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural ruler that apply in each communication situation. Harmer (2007, p.) stated there are three reasons for teaching speaking, as follows:

1. Speaking activities provide rehealsal opportunities chances to practice real life speaking in the safety of the classroom.
2. Speaking task in which is students try to use any or all of the languages they know provide feedback for both teacher and students.
3. The more students have opportunities to activate the various elements of languages.

Furthermore, language activities in the speaking class should focus on language individually. The requires the teacher not only to create warm and humanistic classroom atmosphere. Thus, also to provide each student to speak that clear language is really important. The teacher speaking by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic

Brown (2003, p. 278) stated that the procedures of teaching speaking are:

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a) Pre Teaching

Arouse students' interest in planning task.

b) While Teaching

1. Setup the initial pair work and give the students five to ten minutes to discuss, add to, or modify the list of suggestions.
2. When the initial discussion is over, you should facilitate the setting up of groups. Allows the group a maximum of twenty minutes to complete the planning task.

c) Post Teaching

Chair the report back session in which each group presents its suggestions. Make posters available to help the groups presents their ideas.

As the teacher those steps in teaching speaking is paramount importance to get the maximal goal in the learning process. Because in teaching and learning process consist many aim in it especially in teaching speaking, mastered the speaking ability and pronunciation correctly are being the target in learning at least students brave to speaking with others in class.

b. Teacher's Problems in Teaching Speaking

In teaching English process especially in speaking as a teacher usually finds some problems in teaching speaking activity. There are

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some problems faced by the teacher in teaching speaking activity in the classroom as follows:

1. Students will not talk or say anything.

It can be solved by arranging the classroom desks differently, in groups instead of lines. Giving positive feedback also helps to relax and encourage shy students to speak more.

2. When students work in pairs or groups they just end up chatting in their own language
3. When all the students speak together it gets too noisy and out of hand and lose control of the classroom.

Another way to discourage students speaking in their mother tongue is to walk around the classroom monitoring their participation and giving support and help to students as they need it. Maybe they just need some extra reassurance or they do not like working with certain students or there is some other problem that can help them resolve. According to Ur (1991, pp. 121-122) there are solutions to speaking problems as follows:

- 1) Group Work: Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

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- 2) Easy Language: Simple language can make the students easier to speak for longer without hesitation and gives them a sense of accomplishment.
- 3) Interesting Topic: Choosing a topic according to the interests of the class ensures students motivation.
- 4) Clear Guidelines: Feedback reveals the result of the discussion and motivates each student to follow the guidelines.
- 5) English Monitor: A monitor can be appointed to each group to remind students' speaking their mother tongue to switch back to English.

Related to explanation above, the teacher is expected to be able manage classroom. Then, the teacher can make some acts that can make the students are not noisy and feel ashamed, such as; first working in groups can help the shy students interacting more comfortable, second simple language can help the students more understand about the materials. Third choose the interesting topics can make the students interesting to the material, fourth try feedback the students to reveals the result after discussion and motivates each student to follow the guidelines, fifth monitoring the classroom is another way to discourage students speaking in their mother tongue. The teacher can monitor the students naturally move over to the part of the classroom where the

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noise is coming from and calm the rogue students down and focus them back on the task without disrupting the rest of the students who are working well.

Concept of Learning Speaking

Learning speaking has a purpose that is to make the students can speak English fluently. In learning process, speaking is the only one way to show and express the ideas and thoughts from speaker. Speaking ability is the ability to communicate orally. Richard (2002, p.201) stated that the ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved. It means that, to speak well, we have to know that speaking not only to apply the grammatically correct sentences, but also to know when, where and to whom we use the sentences.

Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading, and listening. It is supported by Brown (2007, p. 157) stated that speaking is making use of language in ordinary voice, uttering words, knowing and being able to use a language, expressing oneself in words, and making a speech. It means that besides mastering listening, reading and writing, the students should be mastering speaking as one of goal learning English. Speaking skill is the ability to use the language

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for expressing idea. In addition, speaking is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following five components are generally recognized in analysis of speech process such as vocabulary, grammar, pronunciation, fluency and comprehension that already explained before.

From the statements above, it can be concluded that speaking ability is ability to express ideas, opinion, thoughts, experiences and feelings by using English with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension.

4. Concept of Problems in Learning Speaking

a. Definition of Problems

A problem is situation, person, or thing that difficult to understand something and needs attention then needs dealt or solved. According to Margono (2010, p. 54) problem is the gap between the expectations of something that should be te reality. For example, the gap between the overflowing numbers of high school graduates in hopes of accommodating ability of university. It means that the cause of problem in mastering English is some differences between English and Indonesian such as pronunciation, grammar and phrase.

It can be concluded that problem is thing that difficult to deal and understand, problem occur because there is a gap between the

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expectation or something and reality. To solve the problem we need to understand the problem and cause the problem occur.

b. Problem in Learning

There are many reasons for problem occurs in learning. It can see from the students' reaction to their teacher's behavioural, from other factors inside the classroom, or from outside factors. Harmer (2007, pp. 126-128) stated the problems in learning as follows:

1. The family: students' experiences in their families have a profound influence on their attitudes to learning and to authority.
2. Education: previous learning experiences of all kinds affect students' behavioural.
3. Self-esteem: self-esteem may result partly from teacher approval (especially for children), from a student's peer (especially for adolescents).
4. Boredom: when students are engaged with a task or a topic they are unlikely to behave disruptively but if they lose that engagement they may misbehave.
5. External factors: some external factors may effect students' behavior too. If they are tired they are unable to concentrate. If the classroom is too hot or too colf this may result in students being too relaxed or too nervy.

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In short, problem in learning is important to detect such as inside and outside classroom or basically problem occur by students' family, their previous learning experiences, self-esteem or a topic they are unlikely. Besides of the problem above there is problem in external from their own self, it like the classroom is too hot or any other problems.

c. Problems in Speaking

Harmer (2007, p.96) states that students will not always use correct English. The students will face problems and make mistakes when writing or speaking more freely. In learning English speaking, some students will make slips or errors when they try to uttered words, phrases or sentences. Slips are mistakes which students can correct themselves, once the mistake has been pointed out to them. Errors are mistakes which they can't correct themselves and which, therefore, need explanation.

Talking about mistakes or problems, Ur (1996, p.121) express four problems with speaking activities, namely:

1. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Students are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism

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or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even sometimes the students are not inhibited, the students often complain that they cannot think of anything to say, have no idea to express themselves when they should be speaking. The students get the difficulties in thinking of anything to say.

3. Low or uneven participation

Only one participant can talk at a time if students are to be heard and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.

4. Mother-tongue use

In class where all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier and it feels unnatural to speak another language/English language. If they talk in small groups, it can be quite difficult to get some classes particularly the less disciplined or motivated one to keep to the second language. If they are talking in small groups it can be quite

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difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

In addition, Susilawati in (Rahman & Refista, 2012, p.2) cited that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, is the potential problems that can hinder the students to speak. Regarding this, Brown (2001, p.269) states that the shyness and anxiety are considered as the main causes of students reluctance to speak. Some students have speaking problems. It is difficult to verbally express what they want to explain to other people. They have trouble to put their thought into words. Although they can understand what others speak, some of them are unable to speak well. A discriminating ear does not always produce a fluent tongue. One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of blurting things out that are wrong, stupid or incomprehensible. While Irianti (2011, p.3) states most of the students are too shy and afraid to take a part in the conversation. In the other words, the students are having problem with their confidence. She also states that students are not enthusiastic and not courage enough to involve in the speaking learning process. Therefore, they need an attractive technique to stimulate them to speak English. It means that the students feel really shy, nervous about talking

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in front of other students, they suffer from a fear of making mistakes. The same argument was also argued by Febriyanti (2000, p.7) there are some problems in speaking such as students do not want to talk or say anything, students keep using their own language.

Brown (2000, p.270) states that the problems in speaking are:

- 1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

- 2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

- 3) Reduced

Form Contractions, elisions, reduced vowels, etc, all form special problems in teaching spoken English. Students who don't learn colloquial constructions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

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4) Performance

Variable One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our thinking time is not silent, we insert certain fillers such as uh, um, well, you know, I mean, like, etc. One of the most salient differences between native and nonnative speaker of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

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7) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation as will be explained below. The stress timed rhythm of spoken English and its intonation patterns convey important thing messages.

8) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

d. Psychological Factors in Speaking

According to Juhana (2012, p.101) there are some psychological factor that faced by the students in speaking English, they are;

1. Fear of Mistake

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, Juhana (2012, p.101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop

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participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

2. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Actually, the students felt of shyness makes their mind go blank or that they will forget what to say.

3. Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate.

4. Lack of Motivation

Motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to

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communicate. According to Juhana (2012, p.103) further adds that motivation is an inner energy. From the motivation the students will enhance their study interest.

e. Inhibiting Factors in Speaking

1. Anxiety

Anxiety is a problem that can cause and influence the students' foreign language speaking ability. There are some assumptions of anxiety. As we know the anxiety is a negative feeling that someone having in certain time. Spielberger in Ying Zheng (2008, p. 2) stated that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. It means anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do. This anxiety can be described that someone who has a feeling anxious, so that they cannot do something with maximal in their life. For the people who learn about a foreign language, anxiety may impact in their acquisition of the language.

Brown (2007, p. 161) defined that anxiety is associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry. It means that the students will be led to negative impact on their performance especially in speaking ability. Scovel in Renko (2012, p.

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23) anxiety is commonly seen as a state of apprehension and vague fear linked only indirectly to the object in question, be it the language itself of the learning situation. It means that anxiety is feelings that cannot someone predict and control it when it comes indirectly.

Based on the some definitions above, the writer can conclude that anxiety is a general term for several disorders that cause nervousness, fear apprehension and worrying. In addition, anxiety is concern and fear about what might happen and it is not easy to master speaking well. The students always feel nervous and anxious when they learn speaking although they can do it.

2. Incorrect Pronunciation

Pronunciation is one of the most important things that they have to be paid attention to. According to Fraser (2001, p. 6) pronunciation includes an essential ingredient of oral communication. It also relates to grammar, vocabulary choice, and cultural consideration. It is not merely about the correct utterances or production of students' sounds and words, but it should be seen as an essential part of communication integrated into classroom activities. In English learning activities, pronunciation refers to all those aspects of speech which makes for an easily intelligible flow of speech including segmental articulation, rhythm, and intonation. The

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accuracy of pronouncing English words determines the appropriate meaning that interlocutor perceives it. It is supported by Kelly (2000, p.12) who states that pronunciation can affect the perceived tone or mood of an utterance. It means the students' first language can interfere with the pronunciation of a second language not only in terms of accent but also in terms of mood.

3. Vocabulary

Vocabulary is one of language elements which important in English. Vocabulary is the main element for people, especially the students, in the process of learning, mastering and using language. Vocabulary is set of word in English that used to express our ideas, feeling and information to the others. Hiebert (2005, p. 3) states vocabulary is the knowledge of meanings of words. We must master vocabulary to be able using language. In learning vocabulary we have to know the meaning of words itself and can use it in sentences. Vocabulary is one of the major problems uncouncted by teaching of English as a foreign language. Vocabulary is foundation or a basic of a language.

Based on the explanation above, it can be concluded that vocabulary is knowledge the meaning of words which come in at least difference from to know the meaning of words when listening,

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speaking, reading and writing. Vocabulary is used to express ideas, feeling, motivation and information to the people clearly, and it is each one of English subject at school that learns by students.

B. The Relevant Research

According to Syafi'i (2015, p.103) required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself. On the words, the researcher has to inform the designs, findings, and conclusions of the previous research. The researcher found some previous study of researchers about influencing factors of speaking ability, there are:

1. Aida Fitria entitled "An Analysis of Students' Speaking Problems At English Education Department, State Institute of Islamic Studies Sunan Ampel, Surabaya". The writer conclude there are three causes of students' speaking problems they are: inhibition, nothing to say, and mother tongue used also other elements like less of vocabulary, grammar and pronunciation. The writer suggested that the student have to more practices for improving their speaking ability without think about the difficulties. The relationship is the writer and the researcher' study discusses about students' speaking problem and the causes, but, she also discusses about the way to cope the problems and the researcher does not. The weakness of this study is, she only explains generally that the causes of the problems are vocabulary and pronunciation without mention the

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current problem. About the excess, the explanation is clear and understandable.

Samira Al-Hosni (2014) entitled “Speaking Difficulties Encountered by Young EFL Learners”. The researcher found there are three factors that influence of speaking difficulties like what Ur, P (1996) found in her research. Those three factors they are: linguistics difficulties, mother tongue use, and inhibition. Based on explanation above the writer concluded that the most factors that influence of speaking difficulties of the students they are linguistics difficulties, mother tongue use, and inhibition, when the students use oral communication. The differences between the writer study and the researcher’s study are the writer explained about the most dominant factors that influence of speaking difficulties, but the researcher does not.

Hoang Tuan and Ngoc Mai investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. The subjects of the study were two hundred and three grade 11 students and ten teachers of English. The research instruments used in this study were questionnaires and class observation. Based on the research findings some recommendations were made. The study was expected to help students improve their performance in speaking classes. The results of the study indicate that the students faced

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many problems such as (1) they spoke very little or not at all; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when they discuss in groups or in pairs among others. Based on the results of the study, some recommendations were made for both the teachers and the students at Le Thanh Hien High School. As for the teachers, they should first improve the performance conditions by giving their students time to prepare for a speaking task, teaching the students how to use mind map to generate ideas and giving students enough time to perform their tasks. Secondly, they should help their students overcome inhibition and shyness by having friendly, helpful and cooperative behaviors to make students feel comfortable when speaking in the class, reminding students not to worry about making mistakes and giving them clear instructions and sufficient guidance and many more recommendations. The relationship is the writer study and the researcher's study discusses about some factors, that is mother tongue use. The differences between the writer and the researcher's study are about the context. The researcher in Indonesia context, and the writer in context of vietnam

Mohamed Khider (2013) entitled "Analysis of Some Factors Affecting Learners' Oral Performance. (A Case Study: 3rd year pupils of Menaa's Middle Schools)". The Data were gathered through a series of

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questionnaires administered to a sample of 28 students and 08 teachers at the middle school and one interview with 05 pupils at Nara middle school. The results obtained showed that anxiety, lack of motivation and poor self-esteem affected pupils' oral production. The population, subjected to the present study, is composed of 28 third year pupils of Nara middle school. We administered a questionnaire to both students and teachers. To obtain more information, we used an interview as a second data collection tool. The interview is similar to the questionnaire except in the manner in which it is conducted. It added more opportunities to clarify questions, and permitted to evaluate the honesty of replies. The differences between the writer and the researcher's study are the writer focused on the psychological factors, but, the researcher focused on all of possible factors that influence students' in speaking such as psychological factors, cognitive factors, environment, and students' interest.

Yenti Sulastrri (2018) entitled "An Analysis of Students' Speaking Difficulties in English Classroom. (A Case Study at SMAN Cahaya Madani Banten Boarding School Pandeglang)". This research investigates the teacher and students about speaking difficulties. Based on the result of the research, the researcher concluded that the difficulties of speaking found are lack of vocabulary, lack of grammar understanding and lack

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confidence for speaking English. The differences between her study and the researcher's study are the writer investigated the teacher and students to found out the difficulties in speaking, but the researcher only investigated the students.

In conclusion, there have been similarity and differences between these studies. The similarity between the researcher and those relevant researches above is to find out the problems of students' in speaking ability or the students' problem in speaking performance. The differences among them are the population and the research design. The researcher using descriptive quantitative and those researches using mix method and descriptive qualitative design.

C. The Operational Concept

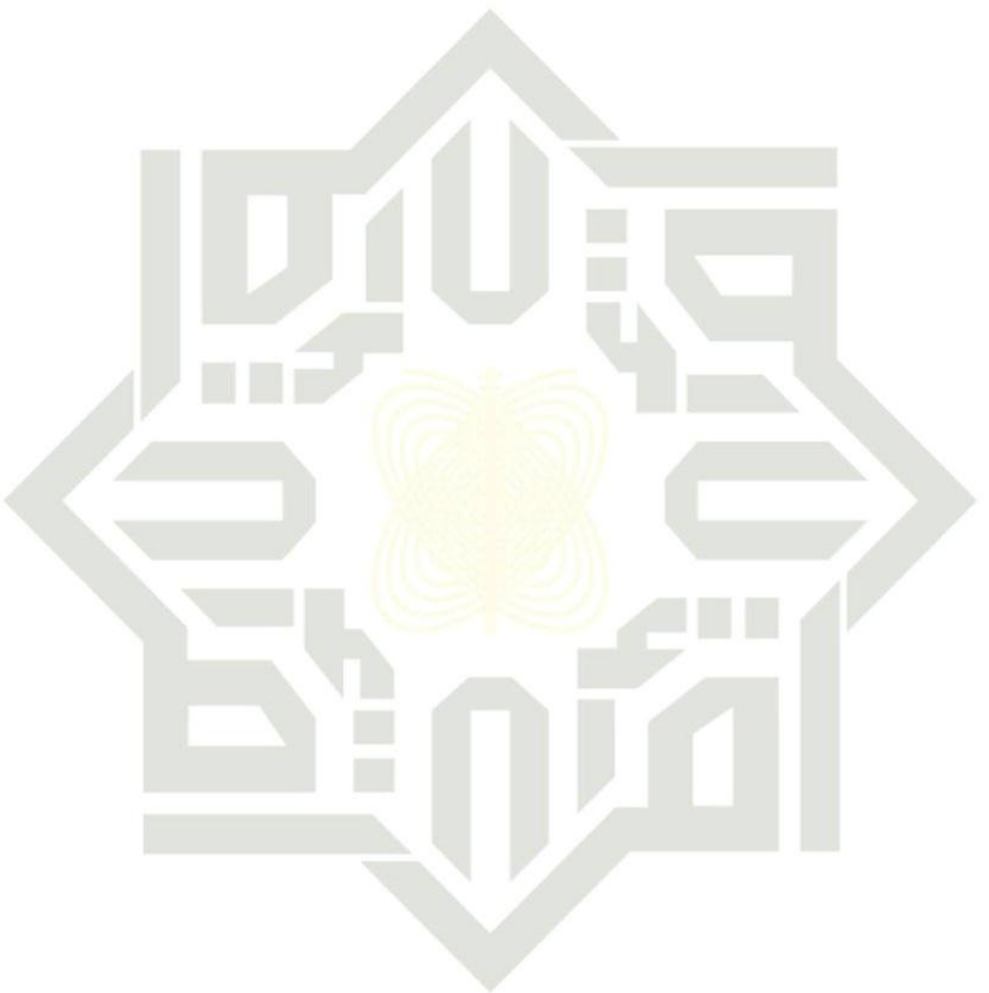
Operational concept is the concept which be used to be avoid misunderstanding and misinterpreting in scientific study. Syafi'i (2015, p. 103) said that operational concept are derived from related theoretical concepts on all the variables that should be practically and empirically operated in an academic writing. There is one variable in this research, that is the problems of students in speaking. Based on Ur (1996, p. 121) the indicators of the students' speaking problems as follows:

The students are fear of making mistake and feel shy (inhibition).

The students are not participating in the class (lack of participation)

The students have nothing to say

The students use their first language more frequently while communicating



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CHAPTER III METHOD OF THE RESEARCH

A. Research Design

This research was a descriptive quantitative study. It consists of only one variable which describes the inhibit factors of students' speaking ability in classroom at Senior High School 15 Pekanbaru. Bryman (2012, p. 35) defined quantitative research as, a research strategy that emphasizes quantification in the collection and analysis of data. It means quantitative research denotes amounting something. This research method attempts to investigate the answers to the questions starting with how many, how much, to what extent. In other words, the method lays heavy stress on measuring something or variables existed in the social world.

B. Time and Location of the Research

This research was conducted on November to December in 2020. It would take place at Senior High School 15 Pekanbaru. It is located at Cipta Karya Street, Sialang Munggu, Tampan, Pekanbaru.

C. The Subject and Object of the Research

The subject of this research was the tenth grade students of Senior High School 15 Pekanbaru, and the object of the research was the students' speaking problems.

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D. Population and Sample of the Research

1. Population of the Research

According to Creswell (2012, p.142) population is a group of individuals who have the same characteristic. The population of Senior High School 15 Pekanbaru on the tenth grade students was consisting of 254 from 3 classes of science and 4 classes of social. It can be seen in the following table:

Table III. 1
The total population at the tenth grade students of senior high school 15 Pekanbaru

No	Classes	Population
1	X Science 1	35
2	X Science 2	35
3	X Science 3	33
4	X Social 1	32
5	X Social 2	38
6	X Social 3	41
7	X Social 4	40
Total		254

2. Sample of the Research

Fraenkel, Wallen and Hyun (2011, p.92) state that the sample is a group which the information is obtained. Because of the pandemic situation due to corona virus (COVID-19), the researcher faced difficulties to collected samples, because students learn from home with an online system. Hence, in

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this research the researcher took one class by using purposive sampling which was X Social 3. Black (2010) stated that purposive sampling is a non-probability sampling method and it occurs when “elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money”. It means, alternatively, purposive sampling method may prove to be effective when only limited numbers of people can serve as primary data sources due to the nature of research design and aims and objectives. For example, for a research analyzing of students’ speaking problems the researcher may use his/her own judgment in order to choose students who could participate in in-depth interviews or answer the questionnaires to collecting data.

The advantages of purposive sampling are:

- a. Purposive sampling is one of the most cost-effective and time-effective sampling methods available
- b. Purposive sampling may be the only appropriate method available if there are only limited numbers of primary data sources who can contribute to the study.
- c. This sampling technique can be effective in exploring anthropological situations where the discovery of meaning can benefit from an intuitive approach.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Table III. 2
The total sample at the tenth grade students of senior high school 15 Pekanbaru

No	Classes	Population	Male	Female
1	X Social 3	41	18	23
	Total		41	

E. Technique of Data Collection

1. Techniques of data collection

To obtain valid data and answer the research question, the researcher used questionnaire. Since this research only one variable, the writer only use questionnaire to collecting the data. The questionnaire consisted of 25 items or statements about the students' difficulties in speaking based on the indicator. To validate it, the questionnaire firstly delivered to 25 students from the other school to check the appropriateness for the research subject and research aim. The questionnaire was used also to investigate the problems of students' in speaking.

2. Procedure of data collection

Data collection was organized in one step only. The researcher gave the students questionnaire which contain several questions should be answer by the students. In the questionnaire, the researcher gave 25 items of the questionnaire for collecting the data of students' speaking problems. The type of the questionnaire that the researcher used is Likert- type Scales. Likert scale is used to measure attitude, opinion, people, or groups'

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perception about social phenomenon. In the instrument, there were five options for each question that would be answered by the respondents, they were:

Table III.3
Likert Scale Rating

Option	Score
Strongly Agree	5
Agree	4
Uncertain	3
Dissagree	2
Strongly Disagree	1

(Cohen, Manion, & Morrison, 2007)

Table III.3 shows the example of questionnaire with (SA) mean strongly agree, (A) mean agree, (U) mean undecided, (DA) mean disagree, (SD) mean strongly disagree.

Table III.4
The instrument of Variable Students' Speaking Problems

Indicators of Students' Speaking Problems	Statements Number	Total
The students are fear of making mistake and feel shy (inhibition)	2, 4, 22, 23	4
The students have nothing to say	1, 3, 5, 6, 7, 11	6
The students are not participating in the class (lack of participation)	8, 9, 10, 12, 20, 21, 25	7
The students are use their first language more frequently while communicating	13, 14, 15, 16, 17, 18, 19, 24	8
Total		25 Items

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The table III.2, these were the questionnaire that was used in the research. There were 25 items, and these items based on indicators of inhibiting factors of students' speaking ability.

Table III.5
Example of Items in Questionnaire

No	Statements	SA	A	N	D	SD
1	I always give my opinion in group discussion.					
2	I can speak English in front of the class.					
3	I can answer teacher's question spontaneously.					
4	I am not satisfied with English schedule at school.					
5	I expressed what I thought					

The table III.5 shows the example of the items in questionnaire that used in the research.

3. Validity and Reliability

a. Validity of Questionnaire

Validity is measurement to show that the questionnaire is valid to the research. An instrument is said to be valid if it is able to measure what should be measured. Creswell (2012) said that validity is the individual's scores from an instrument make sense, meaningful, enable you, as the researcher, to draw good conclusion from the sample you are studying to the population. It means that validity is the extent to

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which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.

To analyze the validity of the questionnaire, the researcher tried out 20 students. The researcher used SPSS 23.

$$Df = N - 2$$

$$= 20 - 2 = 18$$

So, the value of r_{table} is 0.444.

Table III. 6
An Analysis of Students' Speaking Problems Questionnaire Validity

No	Ro	Rtable	Result	No	Ro	Rtable	Result
1	0,641	0,444	Valid	14	0,043	0,444	Invalid
2	0,502	0,444	Valid	15	0,484	0,444	Valid
3	0,544	0,444	Valid	16	0,457	0,444	Valid
4	0,519	0,444	Valid	17	0,547	0,444	Valid
5	0,680	0,444	Valid	18	0,447	0,444	Valid
6	0,542	0,444	Valid	19	-0,018	0,444	Invalid
7	0,463	0,444	Valid	20	-0,172	0,444	Invalid
8	0,599	0,444	Valid	21	0,776	0,444	Valid
9	0,482	0,444	Valid	22	0,552	0,444	Valid
10	0,450	0,444	Valid	23	0,487	0,444	Valid
11	-0,050	0,444	Invalid	24	0,476	0,444	Valid
12	0,507	0,444	Valid	25	0,552	0,444	Valid
13	0,049	0,444	Invalid				

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There are two criteria to determine validity of items: if $r_0 > r_{table}$ at the significance level of 5%, it means that the instrument is valid. If the $r_0 < r_{table}$ at the significance level of 5%, it means that the instrument is not valid.

b. Reliability

Brown (2003) said that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in obtaining the similar result when measurement is repeated on different occasion or with different instrument or by different person. In addition, (Brown, 2003), to know the reliability of the questionnaire the writer will use the following table in determining the level of reliability.

Table III.7
The Level of Reliability

No	Reliability	Level of Reliability
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	>0.60	Unacceptably Low

(Cohen, Manion, & Morrison, 2007)

N_0 Reliability Level of Reliability 1 2 3 4 5 (Cohen, Manion, & Morrison, 2007). To obtain the reliability of the questionnaire given,

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the writer used SPSS 23 program to find out whether the questionnaire was reliable or not.

Technique of Data Analysis

To analyze and interpret the data obtained from the questionnaire, the researcher will use simple formula. The data will be presented using the following formula.

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage

F = Frequency

N = Number of sample

100% = Constants value



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CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out what the problems of students' in speaking at Senior High School 15 Pekanbaru are. After analyzing the research findings, the researcher was able to conclude of the students problem faced in speaking English are included on the first indicator namely the students are fear of making mistake and feel shy when their speak in front of the class or in group discussion (inhibition), the second indicator in this research namely the students are not expressed their idea , opinion, and have less motivation to speak (nothing to say), the third indicator namely the students are not participating in the class (lack of participant) and fourth indicator namely the students use their first language more frequently while communicating (Mother Tongue Use).

The result of this research showed that 16,71% students are faced inhibition, 33,04% students were experienced nothing to say, 23,93% students were lack of participation, and 26,30% students were frequently used their first language (mother tongue use). From all the problems difficulty in speaking that faced by students, the researchers has underlined the most dominat factors of students' speaking problems at Senior High School 15 Pekanbaru namely the students have nothing to say.

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B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows:

For the teachers, many factors of students' speaking problems that faced by students in speaking English in this school. Therefore, the teachers should make the students get motivated to use English in school environment at least when they are in English learning classroom. Then, the teacher better be focused on the factors making the students difficult to use English orally and overcome that inhibiting factors.

2. For students, they would be better keep improving their speaking ability especially in practicing English in English way, not in mother tongue structure since it has been found that their mother tongue frequently interfered their English speaking production.

For future researchers, besides knowing the researcher's finding about the problems of students in speaking, it is not yet discovered about how to overcome those inhibiting factors in English learning classroom. Knowing that, future research about that is going to be very useful for teachers and students at the end in order to improve their speaking ability.



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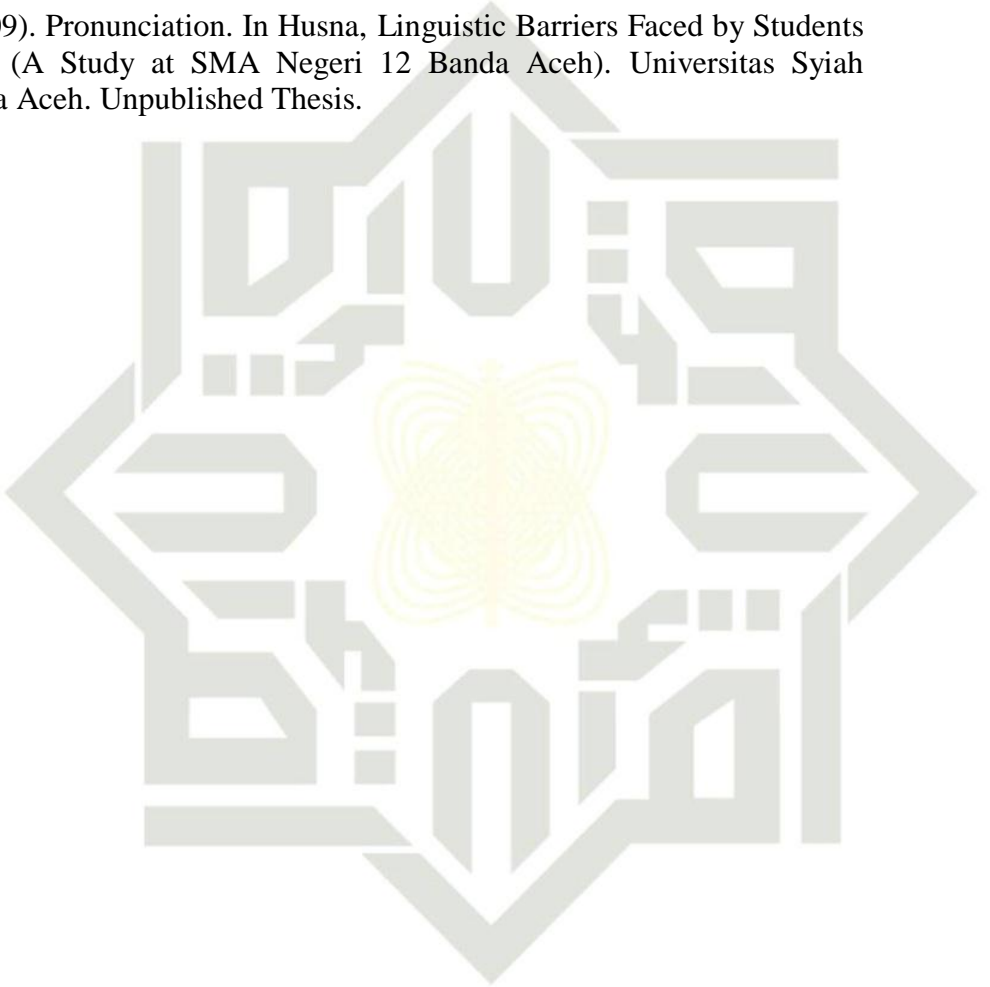
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APPENDIX 1

Blue Print, the Instrument, the Result of Instrument

UIN SUSKA RIAU



BLUE PRINT

No.	Indicators	Number of Items	Total
1	The students are fear of making mistake and feel shy (Inhibition)	2, 4, 17, 18	4
2	The students have nothing to say	1, 3, 5, 6, 7	5
3	The students are not participating in the class (Lack of Participant)	8, 9, 10, 11, 16, 20	6
4	The students use their first language more frequently while communicating (Mother Tongue Use)	12, 13, 14, 15, 19	5
Total			20 Items

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QUESTIONNAIRE OF STUDENTS' SPEAKING PROBLEMS

INSTRUCTIONS

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1 This questionnaires for research only and does not affect your grade.

(Ini hanya untuk keperluan peneilitian dan tidak memperngaruhi nilai kamu)

2 Please write your name and class.

(Tulis nama dan kelas kamu)

3 Please read and understand each item of the following questionnaires before giving answer.

(Baca dan pahami setiap pernyataan/pertanyaan sebelum memberikan jawaban)

4. There are five answers in this questionnaires:

- | | |
|----------------------|-----------------------|
| a. Strongly agree | : Sangat setuju |
| b. Agree | : Setuju |
| c. Neutral | : Netral |
| d. Strongly disagree | : Sangat tidak setuju |
| e. Disagree | : Tidak Setuju |

5 Put a checklist (✓) mark for answer that you choose.

(Silahkan berikan tanda ceklis (✓) untuk jawaban yang kamu pilih)



Name :

Class :

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STATEMENT (Pernyataan)	Strongly Agree (Sangat Setuju)	Agree (Setuju)	Neutral (Netral)	Disagree (Tidak Setuju)	Strongly Disagree (Sangat Tidak Setuju)
1. I always give my opinion in group discussion. (Saya selalu memberikan pendapat pada diskusi grup)					
2. I can speak English in front of the class. (Saya dapat berbicara didepan kelas)					
3. I can answer teacher's question spontaneously. (Saya dapat menjawab pertanyaan guru secara spontan)					
4. I am not satisfied with English schedule at school. (Saya tidak puas dengan jam pelajaran Bahasa Inggris di sekolah)					
5. I expressed what I thought. (Saya mengekspresikan ide atau pendapat saya)					
6. I have good motivation in speaking English. (Saya cukup termotivasi berbicara Bahasa Inggris)					
7. I would like to follow English debate. (Saya akan suka mengikuti debat Bahasa Inggris)					
8. I like to stay in English zone. (Saya tetap ingin berada di zona Bahasa Inggris)					
9. I understand what teacher said in the class.					



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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	(Saya mengerti apa yang disampaikan guru didalam kelas)				
	I do not like someone who cannot speak English. (Saya tidak suka seseorang yang tidak bisa berbahasa Inggris)				
	I always practice speaking English. (Saya selalu latihan berbicara Bahasa Inggris)				
	My Intonation in English sounds like my original language. (Intonasi saya dalam Bahasa Inggris seperti Intonasi saya di Bahasa daerah saya)				
	I choose some friends with the same original language. (Saya memilih teman yang mempunyai Bahasa daerah sama dengan saya)				
	I always use my original language in group discussion. (Saya selalu menggunakan Bahasa daerah pada diskusi grup)				
	I like to study English rather than Bahasa. (Saya lebih suka belajar Bahasa Inggris daripada Bahasa Indonesia)				
	I need someone who can speak English fluently to practice my English. (Saya memerlukan seseorang yang lancar berbahasa Inggris untuk melatih Bahasa Inggris saya)				
17	I am so nervous if my friend looks at me when I answer teacher's question. (Saya sangat gugup saat menjawab pertanyaan guru dilihat oleh teman-teman kelas)				
18	I am so shy to speak by using a				

~~Hak Cipta Dilindungi Undang-Undang~~

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

microphone. (Saya malu berbicara menggunakan mikrofon)					
When I am nervous, I always use my original language. (Ketika gugup, saya menggunakan Bahasa Daerah saya)					
I like to sing an English song in the class. (Saya suka menyanyi lagu Bahasa Inggris dikelas)					

**Statements were adopted from Causes of the Students' Speaking Difficulties in Speaking Performance Questionnaire (Saputra, J.M (2019))*

- Thank You -

The Result of Questionnaire

No.	Respondent	ITEM																				Total	Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Respondent1	4	4	5	4	3	4	5	1	1	5	1	1	4	4	1	4	1	2	5	2	59	59
2	Respondent2	4	4	4	4	3	5	4	1	1	4	1	1	5	4	1	3	1	1	5	2	56	56
3	Respondent3	5	4	5	2	4	5	4	2	2	4	2	1	4	5	2	3	2	1	5	4	62	62
4	Respondent4	4	3	4	4	3	4	5	2	2	5	2	2	4	4	2	4	1	3	4	2	62	62
5	Respondent5	5	4	5	3	4	3	4	3	3	4	2	2	5	4	3	3	2	1	5	3	65	65
6	Respondent6	4	4	5	4	4	4	4	2	2	5	2	2	4	4	2	4	2	1	5	2	64	64
7	Respondent7	5	3	4	4	2	4	5	1	1	4	1	1	4	5	1	3	1	2	4	2	55	55
8	Respondent8	5	5	5	3	3	5	5	1	1	4	3	1	5	5	1	4	2	2	5	2	65	65
9	Respondent9	4	4	5	3	4	3	4	2	2	5	2	1	4	4	2	3	3	1	5	3	61	61
10	Respondent10	4	4	5	3	4	4	4	2	2	5	2	1	4	4	2	3	1	2	5	2	61	61
11	Respondent11	4	3	4	3	3	3	5	1	1	4	1	1	5	4	1	4	1	1	4	3	53	53
12	Respondent12	4	4	4	4	4	5	4	1	1	5	1	1	4	4	1	3	2	1	4	2	57	57
13	Respondent13	5	3	4	4	3	5	3	2	2	5	2	1	4	5	2	3	2	1	4	3	60	60
14	Respondent14	4	4	5	3	3	4	4	2	2	4	2	2	4	4	2	2	3	2	5	3	61	61
15	Respondent15	4	4	5	4	4	4	4	2	2	4	2	1	4	4	2	3	3	2	5	2	63	63
16	Respondent16	5	4	4	3	4	5	4	1	1	5	1	2	5	5	1	3	1	1	4	4	59	59
17	Respondent17	4	2	5	4	3	4	2	1	1	5	2	2	5	4	1	4	2	1	5	3	57	57
18	Respondent18	5	4	4	3	4	4	4	1	1	4	1	1	4	5	1	3	3	1	4	4	57	57
19	Respondent19	5	3	4	4	4	4	3	1	1	4	1	1	4	5	1	3	2	2	4	4	56	56
20	Respondent20	4	3	5	3	3	5	5	1	1	5	2	1	5	4	1	3	1	2	5	3	59	59
21	Respondent21	4	3	5	3	4	4	3	2	2	5	2	1	4	4	2	3	2	2	5	2	60	60
22	Respondent22	4	4	5	4	4	5	4	2	2	4	2	2	4	4	2	3	1	2	5	2	63	63
23	Respondent23	5	4	5	4	3	5	4	1	1	4	1	1	4	5	1	4	1	1	5	3	59	59
24	Respondent24	5	3	4	4	4	5	5	1	1	4	1	1	4	5	1	4	2	1	4	2	59	59
25	Respondent25	4	4	4	3	3	5	4	1	1	5	1	3	5	4	1	3	2	2	4	3	59	59
26	Respondent26	4	2	5	3	3	3	2	1	1	4	1	2	4	4	1	3	3	2	5	3	53	53

27	Respondent 27	5	4	4	4	2	5	4	1	1	4	1	1	5	5	1	4	3	1	4	2	59	59
28	Respondent 28	5	2	3	3	4	3	5	3	3	3	3	1	5	5	3	3	2	3	5	4	64	64
29	Respondent 29	4	2	5	3	3	3	4	2	2	3	2	3	5	4	2	3	2	1	5	3	58	58
30	Respondent 30	4	2	4	3	4	4	5	1	1	4	1	2	5	4	1	3	1	2	4	4	55	55
31	Respondent 31	5	3	4	4	4	4	3	1	1	3	1	1	5	5	1	3	1	2	4	2	55	55
32	Respondent 32	4	5	4	4	3	4	5	1	1	4	1	1	5	4	1	4	1	2	4	3	58	58
33	Respondent 33	4	4	4	4	3	3	4	1	1	3	1	1	5	4	1	4	1	3	4	3	55	55
34	Respondent 34	4	2	5	3	4	4	4	1	1	5	1	1	5	4	1	3	2	2	5	2	57	57
35	Respondent 35	5	3	4	3	3	2	4	1	1	4	1	1	4	5	1	4	2	1	4	3	53	53
36	Respondent 36	4	4	4	2	3	4	5	1	1	4	1	1	4	4	1	3	2	1	4	3	53	53
37	Respondent 37	5	4	4	4	3	3	4	1	1	5	1	1	5	4	1	2	1	2	4	2	55	55
38	Respondent 38	4	2	5	3	4	4	4	2	2	4	2	1	4	4	2	3	1	2	5	2	58	58
39	Respondent 39	4	3	4	4	3	2	5	2	2	4	2	3	5	4	2	4	1	3	4	2	61	61
40	Respondent 40	5	5	4	4	3	4	5	2	2	4	2	2	4	5	2	3	2	3	4	3	65	65
41	Respondent 41	5	2	3	3	4	4	4	3	3	5	1	2	5	5	1	4	2	2	5	2	63	63
TOTAL																							
		181	140	180	141	140	164	169	61	61	175	62	58	183	179	59	135	71	70	185	110		

**Dilindungi Undang-Undang**

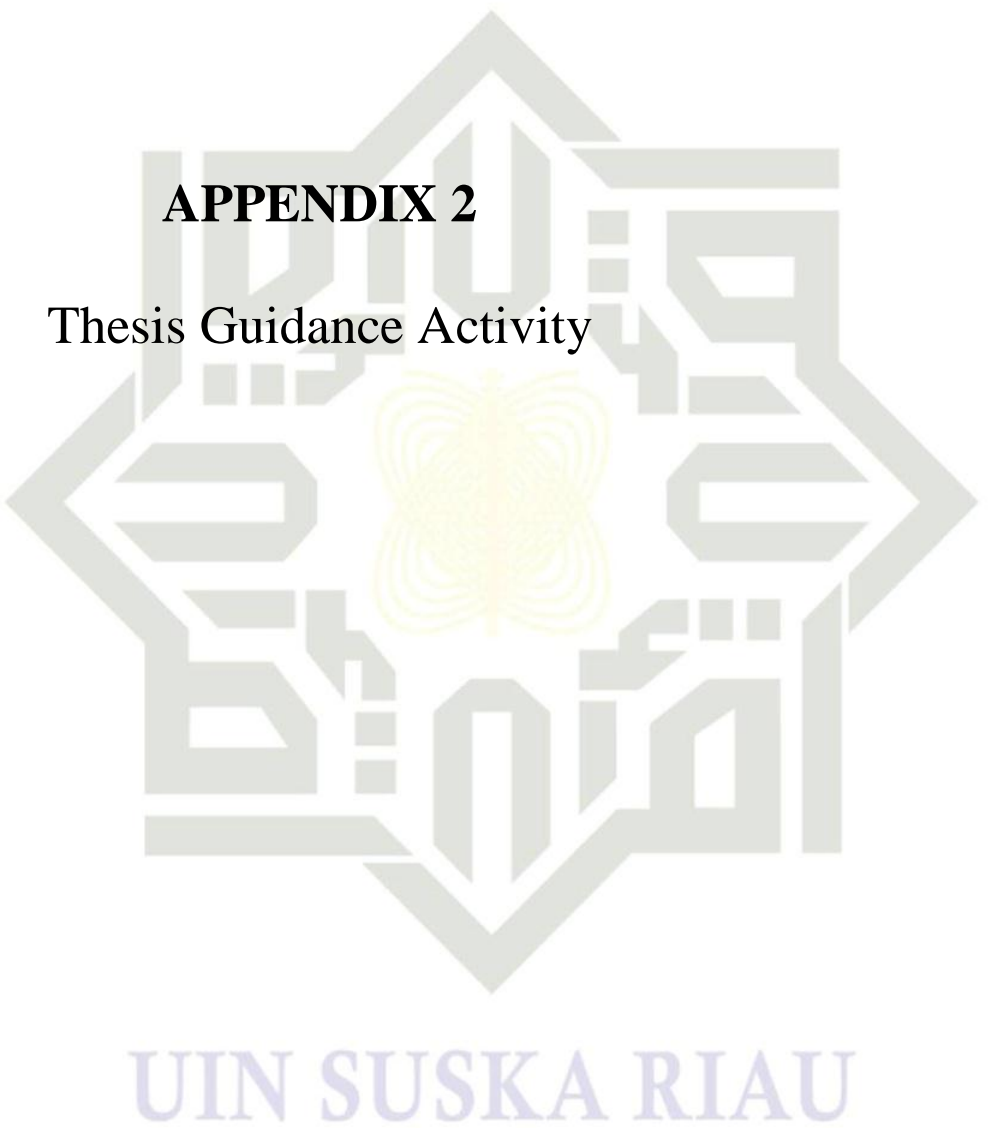
g mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

gutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan sua
gutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

g mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



APPENDIX 2

Thesis Guidance Activity



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/34880
T E N T A N G



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/9370/2020 Tanggal 26 Agustus 2020**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|-----------------------------------------------------------------------------------------------------------------|
| 1. Nama | : | DIAN RAMADANI |
| 2. NIM / KTP | : | 116142035050 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | JL. KAPAU SARI GG. UBAR, RT 04/08, PEMATANG KAPAU, BUKIT BARISAN, TENAYAN RAYA, PEKANBARU, RIAU - 28281. |
| 6. Judul Penelitian | : | THE INFLUENCING FACTORS OF STUDENTS' SPEAKING ABILITY IN CLASSROOM AT SENIOR HIGH SCHOOL 15 PEKANBARU. |
| 7. Lokasi Penelitian | : | SMA NEGERI 15 PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 27 Agustus 2020



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/9370/2020
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 26 Agustus 2020 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Dian Ramadani
NIM : 11614203505
Semester/Tahun : VIII (Delapan) / 2020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Influencing Factors of Students' Speaking Ability in Classroom at Senior High School 15 Pekanbaru

Lokasi Penelitian : SMA NEGERI 15 PEKANBARU

Waktu Penelitian : 3 Bulan (26 Agustus 2020 s.d 26 November 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP. 19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau



**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

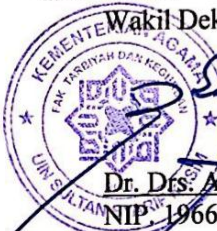
Nama Mahasiswa : DIAN RAMADANI
Nomor Induk Mahasiswa : 11614203505
Hari/Tanggal Ujian : Jum'at, 24 Juli 2020
Judul Proposal Ujian : The Influencing Factors of Students' Speaking Ability in
Classroom at Senior High School 15 Pekanbaru
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran
dalam ujian proposal

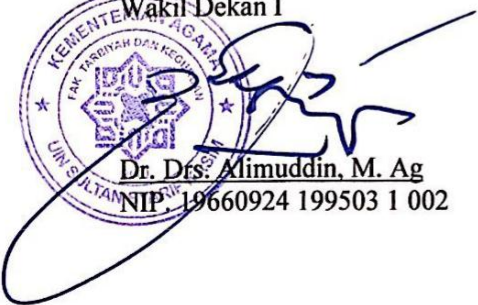
No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	RIZKI FIPRINITA, M.Pd	PENGUJI I		
2.	RIZKI AMELIA, M.Pd	PENGUJI II		

Pekanbaru, 04 Agustus 2020

Mengetahui
a.n. Dekan

Wakil Dekan I




Dr. Drs. Alimuddin, M. Ag
NIP. 19660924 199503 1 002

Peserta Ujian Proposal


Dian Ramadani
NIM. 11614203505



PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 31 AUG 2020

No : 071/Disdik/1.3/2020/ 8416
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMAN 15 Pekanbaru

di-
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/34880 Tanggal 27 Agustus 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : DIAN RAMADANI
NIM : 116142035050
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : THE INFLUENCING FACTORS OF STUDENTS' SPEAKING ABILITY IN CLASSROOM AT SENIOR HIGH SCHOOL 15 PEKANBARU

Lokasi Penelitian : SMA NEGERI 15 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



Dr. Eng. YUSRI, S.Pd., S.T., M.T
Pembina Tingkat I
NIP. 19661231 199102 1 007

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

SEKOLAH MENENGAH ATAS (SMA) NEGERI 15 PEKANBARU

Jln. Ciptakarya Kel. Sialang Munggu Kec. Tampan Pekanbaru Kode Pos 28291

Telp. 0761 8416412

E-mail : sman.15pekanbaru@gmail.com - website : <http://sman15pku.sch.id>

NPSN : 69855691

Akreditasi : A

NSS : 30.1.09.60.01.069

SURAT KETERANGAN PRARISET

Nomor : 420 / SMAN.15 / VII / 2020 / 248

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Negeri 15 Kota Pekanbaru Propinsi Riau, dengan ini menerangkan bahwa :

N a m a : DIAN RAMADANI
N I M : 11614203505
Semester : VIII (Delapan)
Fakultas : Tarbiyah dan Keguruan UIN SUSKA RIAU
Program Studi : Pendidikan Bahasa Inggris

Berdasarkan Surat dari Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA RIAU dengan Nomor : Un.04/F.II.4/PP.00.9/1145/2020 Tentang Pelaksanaan Izin PraRiset dan Pengumpulan Data untuk Bahan Rencana Penelitian pada tanggal 21 Februari 2020, bahwa nama yang tersebut diatas telah melaksanakan kegiatan PraRiset pada tanggal 09 Maret s.d. 20 Juli 2020 yang bertempat di SMA Negeri 15 Pekanbaru Jl. Cipta Karya Kel. Sialang Munggu Kec. Tampan.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya, dan atas pelaksanaannya diucapkan terimakasih

Pekanbaru, 20 Juli 2020
Kepala Sekolah

H. ELMI GURITA, M.Pd.
NIP. 19650531 199003 2 002



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

AN ANALYSIS OF STUDENTS' SPEAKING PROBLEMS AT SENIOR HIGH SCHOOL 15 PEKANBARU

A THESIS



Approved to Munaqasyah,

February 3, 2021



Zelly Putriani, M.Pd.

By:

DIAN RAMADANI

SIN. 11614203505

SUPERVISOR

ZELLY PUTRIANI, M.Pd

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1442 H / 2021 M

Nama Sekolah : SMA/MA
Mata Pelajaran : Bahasa Inggris
Kelas : XI
Semester : 1

Standar Kompetensi : Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksi monolog terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory (Tema disesuaikan dengan materi yang sedang dibahas dan tingkat kemampuan linguistik siswa)

Kompetensi Dasar	Indikator	Materi Pokok dan Uraian Materi	Pengalaman Belajar	Penilaian			Alat dan Bahan
				Jenis tagihan	Bentuk Instrumen	Contoh Instrumen	
Kompetensi Tindak Bahasa: 1.5 Mendengarkan Memahami wacana transaksional dan obrolan yang mengarah kepada variasi makna interpersonal dan/atau monolog lisan terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory 1.6 Berbicara Mengungkapkan makna yang terkait dengan wacana transaksional yang mengarah kepada variasi makna interpersonal dan/atau monolog lisan terutama dalam wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi hortatory	<ul style="list-style-type: none"> Siswa dapat merespon terhadap ujaran yg menanyakan pendapat Siswa dapat merespon teks monolog berbentuk deskriptif Siswa mengidentifikasi adjectives dan adverbs yang terdapat dalam teks 	<ul style="list-style-type: none"> Ujaran "asking and giving opinion" Teks monolog berbentuk deskriptif Adverbs dan adjectives yang digunakan dalam mendeskripsikan sesuatu seperti: very small, very big dll. 	<ul style="list-style-type: none"> Merespon teks monolog berbentuk deskriptif Merespon ujaran yang menanyakan pendapat dengan menggunakan adverbs dan adjectives Mengidentifikasi ujaran menyatakan pendapat 	-Bentuk monolog lisan dan dialog	-Unjuk kerja bentuk monolog lisan dan dialog	-Listen to the text carefully, then complete it. 1. What are they talking about? 2. What is John looking for?	2x 45
	<ul style="list-style-type: none"> Siswa dapat mengungkapkan pendapat tentang sesuatu Siswa dapat menanyakan pendapat tentang sesuatu Siswa dapat mengungkapkan persetujuan dan ketidaksetujuan Siswa dapat mengidentifikasi urutan adjectives 	<ul style="list-style-type: none"> Ujaran yang menanyakan dan memberikan pendapat, seperti: What do you think of? Ujaran yang mengungkapkan persetujuan dan ketidaksetujuan, seperti: I think I'd accept.. 	<ul style="list-style-type: none"> Mempraktekan ujaran yang menanyakan dan memberikan pendapat Menggunakan ujaran yang mengungkapkan persetujuan dan ketidaksetujuan Mengidentifikasi urutan adjectives 	-Pertanyaan lisan -Bekerja berpasangan	Unjuk kerja berbentuk dialog	Work in a group base on pairs, and make dialogue using the expressions you have learned, "asking and giving opinion"	2x 45

Nama Sekolah : SMA/MA
Mata Pelajaran : Bahasa Inggris
Kelas : X
Semester : 1

Standar Kompetensi : Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lincer dan akurat dalam wacana interak monolog terutama dalam wacana berbentuk naratif, prosedur, spoof/recount, report dan news item (Tema disesuaikan dengan jenis teks dan tingkat kemampuan linguistik siswa)

Kompetensi Dasar	Indikator	Materi pokok dan Uraian materi	Pengalaman Belajar	Penilaian			Alk W:
				Jenis tagihan	Bentuk Instrumen	Contoh Instrumen	
Komptensi Tindak Bahasa: 1.1 Mendengarkan Memahamai wacana trasaksional dan interpersonal ringan (mis. Perkenalan, jual beli, instruksi guru, dan reaksi spontan) dan/atau monolog lisan terutama berkenaan dengan wacana berbentuk naratif, prosedur, spoof, recount, report, dan news item 1.2 Berbicara Mengungkakan nuansa makna dalam wacana transaksional dan/atau monolog lisan terutama dalam wacana berbentuk naratif, prosedur, spoof, recount, report, dan news item	<ul style="list-style-type: none"> Siswa dapat merespon ujaran menawarkan bantuan Siswa dapat merespon teks berbentuk naratif Siswa dapat mengiden-tifikasi tense yang digunakan dalam teks Siswa dapat mengiden-tifikasi adjectives dan adverbs yg tertuang dlm teks 	<ul style="list-style-type: none"> Teks berbentuk naratif, ceritera Grammar: Simple past tense, adjectives dan adverbs 	<ul style="list-style-type: none"> Merespon ujaran yg menawarkan bantuan Merespon teks berbentuk naratif Mengidentifikasi tense, adjective dan adverb yg terdapat dalam teks 	Teks dan pertanyaam lisan	-Unjuk kerja bentuk molog lisan dan dialog	Listen carefully to the story, then decide whether the given statement is true or flase -The story is about the stringest man in Greece etc.	2x 45
				-Pertanyaan lisan -Bermain peran	Unjuk kerja berbentuk simulasi atau bermain peran	Make a dialogue using the given role cards. Pretend that you are the King, Hercules, or Atlas. Act it out in the class. Card1: You are the King. You aks Hercules to fetch three golden apples. Etc.	2x 45

Kompetensi Dasar	Indikator	Materi Pokok dan uraian materi	Pengalaman Belajar	Penilaian			
				Jenis tagihan	Bentuk Instrumen	Contoh Instrumen	
1.3 Membaca Memahami nuansa makna dan langkah-langkah pengembangan retorika di dalam teks tertulis berbentuk naratif, prosedur, spoof, recount, report, dan news item	<ul style="list-style-type: none">Siswa dapat merespon teks berbentuk naratifSiswa dapat mengidentifikasi adjective clause yg tertuang dalam teksSiswa dapat mengidentifikasi struktur teks naratif	<ul style="list-style-type: none">Teks berebentuk naratif, ceriteraStruktur teks naratifGrammar: Adjective clause	<ul style="list-style-type: none">Mrespon teks naratif, ceriteraMengidentifikasi adjective clause dalam teks naratifMengidentifikasi struktur teks	-Tulisan lisan dan tertulis	-Uraian singkat tertulis	-Read the story carefully and answer the questions 1. What is the title of the story? 2. Where was it set? 3. When was it set?, etc	2x 45
1.4 Menulis Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk naratif, prosedur, spoof, recount, report, dan news item	<ul style="list-style-type: none">Siswa dapat mengidentikasi kesalahan yg terdapat dalam teks naratifSiswa dapat menulis teks berbentuk naratif	<ul style="list-style-type: none">Teks berbentuk naratifStruktur teks naratif	<ul style="list-style-type: none">Mengidentikasi kesalahan yg terdapat dalam teks naratifMenulis teks naratif berdasarkan struktur yg diberikan	Menulis pendek	Esai/menulis teks naratif, ceritera	Make a short story, using the following questions as guides 1. What story will be about? 2.What is the back-ground of the story etc.	2x 45

Catatan : Silabus ini berfokus pada Kompetensi tidak bahasa. Untuk Kompetensi lain dapat dikembangkan tersendiri

UIN SUSKA RIAU

Kompetensi Dasar	Indikator	Materi Pokok dan Uraian Materi	Pengalaman Belajar	Penilaian		
				Jenis tagihan	Bentuk Instrumen	Contoh Instrumen
1.7 Membaca Memahami nuansa makna dan langkah-langkah pengembangan retorika di dalam teks tertulis berbentuk deskriptif, naratif, anekdot, ekposisi analitis, dan ekposisi hortatory dengan penekanan pada makna ideasional (gagasan) dan makna tekstual (yang digunakan pada susunan kalimat dan teks)	<ul style="list-style-type: none"> Siswa dapat mengidentifikasi langkah-langkah pengembangan retorika teks deskriptif Siswa dapat mengidentifikasi gagasan utama yang tertuang dalam teks deskriptif Siswa dapat mengidentifikasi gagasan pendukung yang tertuang dalam teks deskriptif Siswa dapat mengidentifikasi penggunaan adjectives dalam tingkat perbandingan 	<ul style="list-style-type: none"> Teks deskriptif dan struktur teks deskriptif Struktur teks deskriptif Comparisons of adjectives 	<ul style="list-style-type: none"> Mengidentifikasi langkah-langkah pengembangan retorik Mengidentifikasi gagasan utama dalam teks deskriptif Mengidentifikasi gagasan pendukung dalam teks deskriptif Mengidentifikasi penggunaan adjectives dalam tingkat perbandingan 	-Pertanyaan lisan dan tertulis	-Uraian singkat tertulis	-Read the text, then identify the main idea of each paragraph 1. What is the main idea of paragraph one? 2. What does the paragraph two mainly dealt with?
1.8 Menulis Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk deskriptif, naratif, anekdot, ekposisi analitis, ekposisi hortatory	<ul style="list-style-type: none"> Siswa dapat menulis gagasan utama untuk teks berbentuk deskriptif Siswa dapat mengembangkan gagasan utama dalam teks deskriptif 	<ul style="list-style-type: none"> Urutan gambar Comparisons of adjectives Teks berbentuk deskriptif 	<ul style="list-style-type: none"> Menulis gagasan utama Untuk teks deskriptif Mngembangkan gagasan utama dalam teks deskriptif Mendeskripsikan tempat atau orang dalam teks deskriptif berbentuk post card 	Menulis teks deskriptif	Esai/menulis teks jenis ddeskriptif	Write about the city you are familiar with, using the following guides: -population; location; transportation used, etc

UIN SUSKA RIAU

rsity of Sultan Syarif

nnulisan kritik atau tinjauan

izin UIN Suska Riau.

<p>se sederhana dengan penekanan pada makna ideasional dan makna tekstual.</p>	<ul style="list-style-type: none"> • Siswa dapat mengedit teks berbentuk deskriptif • Siswa dapat menulis teks deskriptif berkaitan dengan tepat atau orang dalam bentuk postcard 						
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Catatan : Silabus ini berfokus pada Kompetensi tidak bahasa. Untuk Kompetensi lain dapat dikembangkan tersendiri

CURRICULUM VITAE



After that, entering State Islamic University of Sultan Syarif Kasim Riau in 2016. She took English Education Department as the next step of her educational background. She is member of Students Association of English Education Department in 2018.

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